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ABSTRACT

These action oriented activity cards dealing with conflict situations are for use with secondary students. The cards are intended to supplement any course dealing with conflict, including U.S. history, sociology, English, literature, economics, area studies, or political science. The cards are organized by color into certain broad categories which represent a progression of difficulty. The pink cards ask students to identify and define various conflicts and methods for resolving conflicts. For example, one pink card activity asks students to "cut out newspaper articles that involve some kind of conflict." They are then asked to "sort them in as many categories" as possible. Examples of categories--local, national, international or friendly, hostile--are provided. The yellow cards enable students to comprehend the elements making up conflict situations and to analyze these elements in order to extend their understanding of the basic concept. The blue cards ask students to apply their understanding in actual situations, where they will use the skills developed by the earlier activities to enable them to resolve conflicts. (Author/RM)

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CONFLICT ACTIVITY CARDS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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and
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CONFLICT ACTIVITY CARDS

Margo Levy
George Otero

These conflict activity cards represent a way for the classroom teacher to supplement the content of his or her courses by adding another analytical tool to the ones already in use. This tool is the concept of conflict. Conflict is present at every level of our lives. Our students encounter conflicts every day. and using the cards to help analyze the concept serves as a potent activator even for the "nonintellectual" student. The cards are action-oriented because we believe students learn best by doing. The cards help students relate the course content to events in their lives and communities, and also lend themselves to supplementary, outside projects or enrichment activities.

The cards are organized so as to provide the student with a progression of intellectual experiences. Generally, a student wo has completed a sequence of cards will be able to:

1. Recognize and identify a conflict
2. Classify conflicts according to whether they are intrapersonal, interpersonal. intergroup or international.

There are other possible learning outcomes, depending on the specific cards a student may use. These include:

1. The ability to generate alternative ways of resolving or coping with conflict
2. The ability to explain the roles played by factors like stress frustration and emotion in conflict situations
3. Familiarity with negotiating skills
4. An understanding of the roles of conflict in history and in modern life

This set includes 55 cards. The 10 pink cards ask students to define and identify various kinds of conflict. The 35 yellow cards encourage students to analyze or understand various conflict situations involving diverse factors like escalation, threats, and patterns of conflict. The 10 blue cards focus the student's activity on conflict resolution or the ability to manipulate aspects of certain conflicts. The set also includes a pre-test and a post-test which will enable the teacher to evaluate student progress toward the objective mentioned above.

1. What advantage is there to using these cards to study conflict?

One of the main advantages of these cards is the opportunity they provide for individualizing instruction and learning, especially rates and levels. They are designed to allow both you and the student more flexibility and freedom in picking activities and pacing learning.

2. Where would I use these cards?

These cards are intended for use as a supplement to any course dealing with conflict. This includes U.S. History, Sociology, English, Literature, Economics, Area Studies, Political Science, History of the West, etc. There are also many mini-courses now taught that deal with the topic of conflict where these cards could be used. Because the cards are activity oriented and do not specify content, they could be used many times in the same class.

3. What do you mean when you refer to a sequence of cards?

The cards are organized by color into certain broad categories which represent a progression of difficulty. For example, the pink cards ask students to identify and define various conflicts and methods for resolving conflicts. The yellow enable students to comprehend the elements making up conflict situations and to analyze these elements in order to extend their understanding of the basic concept. Finally, the blue cards ask students to apply their understanding in actual situations, where they will use the skills developed by the earlier activities to enable them to resolve conflicts.

4. What materials do I need to utilize these cards?

Although you can have students supply materials, it will encourage the students if you have materials available and easy to get. Access to materials increases the amount of learning in many cases. These are items you should have on hand--

magic markers	old magazines
glue	paints and brushes
construction paper	tape recorders
colored paper	string
drawing paper	colored pencils
tracing paper	scissors

5. What are the specific ways in which I can use these cards?

There are many possible ways to utilize these cards. That is their appeal. There are many variations on these four approaches which will depend on the time allotted the type of class, and the subject matter. You might give different cards to small groups of students rather than to individuals. We will mention a few basic possibilities.

a. Students can be asked to work on the pink cards for a specified number of days. Then they would move on to the next level of cards and finally to the level involving application. A student might trace a specific conflict through the three levels once or a number of times.

b. You may assign single cards to the entire class. The card should be read and/or dittoed and given to the class. You can apply the action on the card to a specific situation under study. In this way the whole class will progress together through the activity.

c. You may leave the cards out on a table and let the students choose those cards they wish to work. When a student finds a card of interest other students will find out and also try that activity. Encourage students to post their work around the room and share the results with the class. This will stimulate interaction and discussion between students and generate more ideas and experiences.

d. You may leave the cards in a file box for individual study or for extra credit use. Students may use the card during any unit. This helps reinforce the idea that you may study conflict any time during the year.

6. What else should I know if I plan to use these cards?

1. The cards encourage activity outside the classroom. These cards will increase in value if students have a good deal of mobility and access to various resources. They will want to go outside, use the phone, watch other classes, interview the principal and so on. This will involve trust on your part, and you should consider what your limits are before using these cards in an open-ended fashion. We feel they are most successful when teacher and student trust is high.

2. After you give an assignment, keep as quiet as possible This allows the students to generate their own ideas. Even though many of them may seem to be confused, this is often a tactic to get you to tell them what to do. Encourage them to make some decisions about what to study and how to go about it.

3. Don't be uptight if students write their own assignments or adapt the ones already written. This is a sign that their brains are at work.

4. Your role is to help students as much as you can, and support them, but you shouldn't make decisions for them. Help them get going and then let them go.

CONFLICT SURVEY

Pre-Test

Please answer the following questions to the best of your ability. If you don't know an answer for a question, just leave it blank or write "DON'T KNOW" by the answer space.

* * * * * * * * * * *

1. Please write a definition of conflict. _____

_____

_____

2. Which one of the following situations DOES NOT represent a high conflict situation? (Circle the correct answer.)

   a. A student wants to practice a sport, but the student's parents ask the student to babysit for a younger brother or sister.
   b. A student has a lot of work to do in four hours, like studying, cleaning around the house, and visiting a sick friend.
   c. Some countries request money for buying food, but other countries want to use this money for their own purposes.
   d. A group of people want to try new ways to help "other people," but the "other people" don't want help.

3. Please give an example of a conflict between countries. _____

_____

_____

4. Please give an example of a conflict a person might have within himself or herself. _____

_____

5. Four people want the same government job. Please list a peaceful method for solving this conflict.

_____

_____

_____

6. Which one of the following words is always involved in conflicts or conflict situations? (Circle the correct answer.)

   a. Love
   b. Choice
   c. Brotherhood
   d. Violence

7. How often do you think conflict exists in human affairs? (Please check one box.)

always	almost always	very often	not sure	not very often	almost never	never

8. How do you think conflict affects human affairs? (Please check one box.)

very harmful	usually harmful	often harmful	sometimes harmful/ sometimes beneficial	often beneficial	usually beneficial	very beneficial

CONFLICT SURVEY

Post-Test

Please answer the following questions to the best of your ability. If you don't know an answer for a question, just leave it blank or write "DON'T KNOW" by the answer space.

* * * * * * * * * * *

1. Please write a definition of conflict. _____

_____

_____

2. Which one of the following situations DOES NOT represent a high conflict situation? (Circle the correct answer.)

   a. A student wants to practice a sport, but the student's parents ask the student to babysit for a younger brother or sister.
   b. A student has a lot of work to do in four hours, like studying, cleaning around the house, and visiting a sick friend.
   c. Some countries request money for buying food, but other countries want to use this money for their own purposes.
   d. A group of people want to try new ways to help "other people," but the "other people" don't want help.

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always	almost always	very often	not sure	not very often	almost never	never

8. How do you think conflict affects human affairs? (Please check one box.)

harmful	usually harmful	often harmful	sometimes harmful/ sometimes beneficial	often beneficial	usually beneficial	very beneficial

Conflict Cards

TRY THIS Make a collage of conflicts that you are involved in.

MORE Show in the collage who wins these conflicts.

Show in the collage how you feel during these conflicts.

Act out a conflict from the collage.

Write down how you would like to see one of your conflicts end.

* Which of the conflicts is most important to you now? Least important? Why?

TRY THIS Interview people and get their answers to some of these questions that deal with conflict.

* Why do people get angry? What makes you angry?

* Why do nations fight?

* Why do people hurt other people physically? When is it OK to hurt other people?

MORE Select the comments people make that you agree with. See if others agree.

Report your findings to the teacher, the class.

TRY THIS Find 5 different kinds of conflict and record the differences.

MORE

* Find historical examples of each kind of conflict.
* Write 5 or more possible endings to a conflict.
* List as many words or phrases as you can that suggest conflict to you.
* What are good examples of "conflict of interest"? Are all conflicts "conflicts of interest"?

TRY THIS Find and bring back sounds that make you feel:

-- angry
-- fighting mad
-- fearful
-- powerful

MORE

* Make sounds that powerful people make.
* Draw sounds that make you angry.
* Create different moods in yourself and others by the music you play.
* Research music used by men who march, who engage in battle. etc.

TRY THIS Take or find a picture of a conflict:

-- involving people
-- involving nations
-- involving one person alone
-- involving you
-- involving two groups
-- involving _____

MORE

* Do this action as a group. List the ways your pictures are similar and different.

* Draw or paste balloons next to the people in the picutres and write what you think the participants are saying or thinking in the balloon.

* Draw a picture to show how the people feel. How can you tell?

* How would you feel in that situation?

TRY THIS Observe and express how your <u>comfort</u> conflicts with the <u>comfort</u> of others.

How about your ideas and others' ideas?
-- your goals and others' goals?
-- your fund and others' fun?
-- your freedom and others' freedom?

MORE

* How do you feel about these conflicts?

* Document or photograph how <u>others</u> feel when <u>your</u> comfort, goals, ideas, etc. conflict with theirs.

* Decide if you can achieve your goals so that others can achieve their goals.

* Act out one of the conflicts you have just observed.

TRY THIS

Take or find a picture of something that people fight with. The Arabs, a business man, a boxer all have some kind of weapon.

* What kind of fight or conflict would your object be used in?

* Does is have other uses?

* Could it have other uses?

* Should it be illegal or removed?

* Does it make the conflict better or worse? How?

MORE

* What are objects or ways that people use to fight? Which aren't used any more?

* What items would you hope are never used in a conflict you are involved in?

* Write a story that describes what happens when people fight with certain weapons.

* Predict how people would solve conflicts if all weapons were taken away.

TRY THIS

For one week or less cut out newspaper articles that involve some kind of conflict.

MORE

Sort them in as many categories as you can. Examples:

-- resolvable-unresolvable

-- local-national-international

-- friendly-hostile

Report on which categories most of your conflicts came under.

* Were there more under violent vs. non-violent, confusing vs. simple, funny vs. sad, etc?

TRY THIS Write a description of a conflict situation that all parties involved will agree with. Rewrite it until you get them to agree.

MORE

* How did you find out what each party or side thinks the conflict is about?
* What does each side think of the other? Does that matter?
* If you had to change the description, what did you have to change?
* Write a description of a conflict that is happening now in the world.

TRY THIS What color is conflict? Draw it.

MORE

* Are different kinds of conflict different colors? Why?
* Can looking through "rose-colored glasses" cause conflict?
* Devise a way for someone to see a situation the way you see it.
* What conflicts today are caused by color? (Skin color is <u>one</u> example)

TRY THIS Prove that you aren't afraid of something or somebody you used to be afraid of.

MORE

* Why did you used to fear the person or object?

* When you were fearful what did you do?

* Find an example in history of people or nations reacting to something they fear.

* What scares you now? Admit and discuss it with someone.

* Sketch a scene showing how what you fear may have power over you.

* React -- "There is nothing to fear but fear itself."

* Collect evidence of other people's or group's fears.

TRY THIS Invent a game for two players or teams where one side wins and one side loses.

Materials? -- sticks
-- balloons
-- balls
-- cards
-- dice
-- coins
-- chalk
-- string

Play the game. Did it work? If it didn't, change it so that it does.

MORE

* Change the rules so that everyone wins. Is the game still fun? Why?

Make a list of games (sports, board games, games people play) where someone has to lose if you win.

Express in some form (art, media) what it is like to win, to lose.

* How do you know when you have won a game?

TRY THIS

Change your mind about something:

-- the week before
-- the day before
-- 10 minutes before

* Does changing your mind promote conflict? With who? Over what? How?

MORE

Change your mind about something, but do something that will avoid a conflict arising from your action. Prove you did so.

Make a list of all the people affected in some way when you change your mind. How are they affected?

TRY THIS

Fine or invent a way to mark the property in your classroom, hour, etc.

-- tags
-- chalk
-- boxes
-- position

Do the same for space

MORE

* What happens when ownership of space or objects is in dispute? Give examples.

* Find new ways to let people know you own or control something.

* Describe the ways people let others know they own something.

* In the past what are good examples of conflicts caused by a misunderstanding of who owned or controlled what?

* What should you own or control? Do your parents agree?

TRY THIS

Given $2, select something in a supermarket that can be eaten by the entire family and that they will all like.

Record their actions. Were you right?

MORE

* Do the same but eliminate all sweets.

* Would what you bought please your best friend's family? Your neighbor's family? Why? Why not?

* Plan an entire meal that people will enjoy. What things that you can't control could ruin the meal?

TRY THIS

Find out what people would do to change something they don't like about their country, town school, house, etc.

Do they agree about the best solution or method of change? If not, point out to them in some way that they have the same goals but conflict over the means. How do they react?

MORE

-- Find out who is responsible for the things people don't like.

-- Trace a conflict about methods as expressed in the newspaper over a current event.

-- Who has tried to change things in the past? Did they succeed? What did they do right? What did they do wrong?

-- Why do people disagree about what they dislike most about your school or town? Take a poll.

TRY THiS

Find out what people would do to change something they don't like about their country, town, school, house, etc.

Do they agree about the best solution or method of change? If not, point out to them in some way that they have the same goals, but conflict over the means. How do they react?

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-- Trace a conflict about methods as expressed in the newspaper over a current event.

-- Who has tried to change things in the past? Did they succeed? What did they do right? What did they do wrong?

-- Why do people disagree about what they dislike most about your school or town? Take a poll.

TRY THIS

Decide where a new school, an amusement arcade, a roller rink, a park, or any other building or area should be built in your neighborhood or town.

Find out where parents, teachers, neighbors think it should be built.

Are there conflicts over the site?

If you agree on a site, what else could you disagree about?

MORE

* Find out who in your community is responsible for building permits. How are the permits awarded?

* Build or make something that will help avoid or resolve conflicts.

* Take pictures of things others have built or made that help resolve or avoid conflicts.

TRY THIS List some things you want to do but can't. Figure out ways to do 3 of them.

MORE

* Keep a diary -- Why do you want to do these things. What's keeping you from doing them?

* Make two lists - one of things you don't think people should do to get what they want, and the other of things that people should do to get what they want Give circumstances where something in one list could go in the other list.

TRY THIS Map out where you've been today and show on the map the conflicts you encountered.

MORE

* Which did you know were coming, think were coming, hoped were coming?
* Color code those that you were unhappy about the ending, happy about the ending.
* Compare maps with a friend. What were the similar conflicts?
* Do a map for someone close to you/someone important/ someone you are studying. Is that person's day what you thought it would be?
* List ways to settle the conflicts that are on the map. Are there some you can't settle? Can you live with them?

TRY THIS Show how the course of a conflict got better or worse depending on what the parties did.

MORE

* Find, if you can, a conflict where the outcome is set regardless of what the parties do.
* Watch what happens in a conflict when someone doesn't do what they say they will.
* Draw a conflict time-line tracing the history of any conflict.
* Can the same action make things better in one conflict and worse in another? Demonstrate.

24

TRY THIS Rearrange a situation at home so that unnecessary conflicts don't occur.

Rearrange a situation between groups in this country, between nations.

MORE

* Rewrite a portion of history so that a conflict that occurred would not have happened.
* Rewrite history so that violence in a conflict would not have occurred.
* Rearrange something in your class that tends to produce conflict. Were you successful?

TRY THIS Interview someone who is in charge of keeping order.

MORE

* How did the person get to be in charge?
* What does he or she keep order over?
* What makes people listen or obey the person?
* What methods does the person use to keep order?
* Where did the person get his or her authority?
* How does this person promote or control conflict?

TRY THIS

Make a list of the 5 or 10 most powerful people in your life, in school in the world.

* How do they use their power?

* What conflicts do you have with these people?

MORE

* Compare the lists. What do these people have in common? Are they older, bigger, wiser, etc. than you or most people?

* What are the clues that a person is powerful? Look at dress, language, money, etc.

* Find out if the people think they have as much power as you think they do.

* The most powerful person or group will win a conflict. Prove or disprove this statement any way you choose.

* Which is the most powerful country in the world. Prove it.

TRY THIS

Take or find a picture of an object that prevents conflicts and one that promotes conflicts.

* What objects could do both? Why?

* Can the objects be persons, places or things?

* Build an object that will prevent, or help solve a conflict.

* Find an example where false information causes a conflict. Resolve it.

TRY THIS Produce evidence that a conflict has occurred. Prove that the conflict occurred using the evidence.

MORE

* Given the evidence try to recreate the conflict Was there a winner or a loser? How do you know?
* Give an example of a conflict that would leave no evidence. Then find some evidence.
* Murders and other crimes are usually the result of conflicts. Trace some crimes (real ones) to the conflict source.

TRY THIS Make a list of situations or words that make you angry.

MORE

* Find out if these situations have ever made anyone else angry.
* Who was or is responsible for the situations that make you angry? You or somebody else?
* Express your anger so that others know exactly what it is that is making you angry.

TRY THIS

* When my friends and parents are in a conflict about _____. I usually go along with my parents/friends because _____.
* Usually I do/do not agree with my parents on the issue of _____.
* I usually/seldom do as my parents ask because _____.

MORE

Substitute teachers for parents - try other groups or individuals.

TRY THIS

Develop a set of road signs for different parts of a conflict. Map out a particular conflict using the road signs.

MORE

Draw or reproduce special clothing. or symbols people use in fights.

TRY THIS

Pick a job you are interested in.

Interview a person in that job and find out what conflicts are part of that job.

Do research about conflicts in jobs in the past. In the future.

MORE

--Interview your dad, mom, neighbor. What conflicts are part of their jobs?

--Decide if you would still want the job knowing some of the conflicts you would have to deal with.

--What skills or values would you have to hold to be able to successfully deal with the conflict involved in the job?

--What about the job makes it worthwhile in spite of the conflicts?

--Rank order jobs. Which have the most conflicts? The least? Which include the most violence? The least?

--What jobs are there where the person's main task is to help resolve conflicts? List them.

TRY THIS

Demonstrate how a conflict improved a situation (made things better than before).

MORE

--Convince someone who didn't feel that a conflict was useful that it was.

--Prove that a conflict has served a positive purpose

--Did you know that the conflict would be useful when it began?

--Change something about a conflict situation that would change it from a dysfunctional to a functional (useful) conflict.

--Take an institution in the world (church, school, bank, etc.) and observe the conflicts that are a built-in necessary part of the organization.

TRY THIS Demonstrate how you know when a conflict is occurring.

How do you know when:

-- your mother and dad are fighting?
-- someone has won a disagreement?
-- someone disagrees with someone else?
-- you have lost an argument?
-- someone has more power than you do?

MORE

* Keep a record of a conflict you know about.
* Find out the cause of the conflict.
* Predict how the conflict will end.
* Prove you were right if you can.

TRY THIS Decide when and where violence works and doesn't work. Find a way to show your decision to others.

MORE

* Find pictures of the use of force or violence. Does violence settle a conflict? Increase it?
* If someone wins using violence that party also loses something--Show this using some form of art or media.
* Write some situations and have other students predict who will win if violence or force is used. Do people agree? Why?
* Find out how you can achieve your goals without the use of violence.
* Find out how people in history such as Gandhi and Martin Luther King used non-violence tactics to resolve conflicts.

TRY THIS

Find an object or an event in your town and look at it in 3 different ways.

Document in writing 4 or 5 views of a single event of interest or importance.

* How might conflicts occur from these different views?

MORE

--Sketch something that can be seen as both good and bad.

--Show how different perspectives have caused conflicts in the past.

--Write a story showing what happens when the object or event is viewed in different ways.

--Try to change people's views about an event so that a conflict does not occur.

TRY THIS

Record all the conflicts you are involved in for one day or record all the conflicts that are described on T.V. news or the newspaper on one day.

Decide which ones are harmful and which ones are useful.

MORE

* Can a conflict be harmful to one party and useful to the other party?

* Demonstrate how some conflicts leave things better than if no conflict had occurred.

* Which conflicts seem to have solutions and which don't? Find solutions to one of those that don't seem to have solutions.

* Try to spend a day with no conflicts. Is your day easier, better, funnier, lonelier, etc. with conflicts or without?

TRY THIS

Compile the conflicts that might happen in one day if you were the President, a Roman slave, an outlaw, an American colonist or any body else in history.

MORE

* Verify your list. Were you close?
* Do the same for a person in your family, in your school. Which of their conflicts are like yours? How would you explain why some of their conflicts are different?
* If your historical person achieved his goals did that stop other people from achieving their goals? How?
* How did successful people in history deal with conflicts? Write a poem or story to explain.

TRY THIS

Take or find a picture of an object or event that shows a conflict might occur.

Do this for as many warning signals as you can.

MORE

* Do something to stop a conflict from starting after a warning signal occurs.
* Research warning signals in current events.
* Are there always signals before a conflict occurs?
* Give someone a signal that you are in a situation where conflict might occur.

TRY THIS Take a picture that doesn't involve conflict. Prove it doesn't.

MORE
* Take a picture that shows people involved in some kind of cooperation.
* What is the difference between cooperation and conflict?
* Take a picture of a situation that if changed could result in a conflict. Change it.

TRY THIS Demonstrate how an argument is like a conflict.

-- a fight is like a conflict.

-- a game is like a conflict.

-- a debate is like a conflict.

-- a competition is like a conflict.

-- _____ is like a conflict.

* In what ways are these actions not like conflicts?

MORE
* Which action is most like a conflict? Least like a conflict?

Photograph examples of all the actions you can that are like conflicts.

Write down personal examples where you were in a fight, debate game argument etc. How did they end?

TRY THIS Interview someone and list all the conflicts that person has that involve money.

MORE
* How many things would you buy if you had the money?
* How many activities would you do if you could afford them?
* If you had all the money you needed what conflicts would you face?

TRY THIS Collect evidence that power has been used in a conflict.

-- Who has the power?

-- How did they get it?

-- Why did they use it?

-- How would the conflict have developed if they didn't have or use the power?

MORE
* Show how the use of power prevents conflict
* What areas of your life do people have power over that you wish they didn't?
* Write a powerful speech cook a powerful meal interview a powerful person.
* Expose power used in the wrong way
* Use power to make things better.

TRY THIS Cook something everyone will like:

* Were you right?

* How did you know?

* Was the dish bland or sweet or spicy so everyone would like it?

MORE Cook the opposite and see what happens?

Would it be easier to cook something 38 people would like? 5 people?

Make a collage of conflicts people have with food.

Get food to those who need it.

TRY THIS Record and observe what 3rd parties (mediators) can do and do do in a conflict.

MORE

* Settle an argument that you weren't involved in starting. (mediate)

* Locate a common interest between parties in a conflict.

* Stop a conflict.

* Stop a conflict before it starts.

* List all the people, or institutions that help mediate conflicts. Talk to or visit one.

TRY THIS Pleasantly surprise an enemy of yours by your actions. Record the reactions.

MORE How do enemies communicate to each other?

Trace the steps that occurred when a friend became an enemy.

How could your enemy become your friend?

Discover how different national groups have become our enemy at different times.

TRY THIS Take or find pictures which show how people let others know the boundary of their territory.

MORE

* What territory is most important to you? physical? mental? other?
* Represent in art or media all the ways in which people or animals protect their territory.
* Do we all need our own territory?
* Compare our ideas about territory to those of animals.
* Document international conflicts that had to deal with territory. What kind of territory?
* Map the boundaries of your school or house. Who controls the territory? Design a territory for the kinds in your school.

TRY THIS Write a letter to someone who you are in conflict with explaining your position as clearly as possible. Get them to agree with you if possible.

MORE

-- Write a letter to a friend asking advice on a conflict situation you are involved in.

-- What do you have in common with the person or group you are in conflict with?

-- How well do you understand their position?

-- Look through Dear Abby columns. What kinds of conflicts do the people writing seem to be most concerned with? Why? Why do so many people write to a person they don't even know for advice?

-- Represent your feelings on this saying: "No advice is good advice."

TRY THIS Write about the first time you got into a fight. Were you hurt? Was the other person wrong? Did the fight feel good? How did you feel after the fight?

MORE

* List 5 things you would be willing to fight about.

* Are there any conditions where you would not fight for your country? Why?

* What other ways could you get what you want besides fighting?

* Prove that the fight was worth it.

* Make a newspaper that shows what people have been fighting about the last week.

TRY THIS Using some art form describe peace,

Is it the opposite of war?

Can there be conflict where there is peace?

MORE

* Who are people that have promoted peace in the past? Write about them.
* During which periods of history have there been peace? Explain why.
* Say something about war. Can there be a good one?
* Write a story about someone with inner peace.

TRY THIS Take a picture of conflict, Write a story which includes the picture, but leave out the ending. Have someone else write an ending.

MORE

* Have 4 or 5 people write an ending
* Explain why their endings differ if they do.
* Write a story without a conflict. Is it interesing? Why?
* Take a book or story you like. What is the major conflict in the book?

TRY THIS

Find examples of winning and losing in your classroom, around the school, at home, anywhere.

Draw what the winner was like. The loser.

Find out if they know they are winners and losers.

MORE

* Was it necessary for someone to lose and someone to win?
* How do you feel when you win? lose? Express those feelings in some art form.
* Can you find a time when it is more important to lose than to win?
* Can you find a time when it is more important to win than lose?
* React -- "Winning isn't everything, it's the only thing."

TRY THIS

Describe the "ideal" father, mother teacher, friend etc.

MORE

* What happens when you must live with someone who isn't ideal?
* What do your friends say about you when you aren't around?
* Give examples of conflicts that arise when people don't do what we want them to do.

TRY THIS Find something to do that you can't do alone. Convince someone else to help you do it.

MORE

* Get someone to help you do something you could do by yourself. Was it done easier? Describe.
* How did you convince them to help? Did you use force? A threat? A promise?
* List the reasons people gave if they refused to help.
* Help someone accomplish a task without their asking you. Did they want your help? Was it worth it?
* When is it wrong to help others? Prove it.

TRY THIS Write a story about a conflict. Divide the story into 10 parts. Put each part on a separate card or paper. Scramble these and let another student see if he can put them in the correct order.

MORE

* Try this with pictures or drawings.
* If the conflict was not resolved in the story resolve it yourself.
* Write a story where the person not expected to win or succeed does. How does this happen? Could it ever really happen? How do people respond to your story? Why?